



## CENTRAL ELEMENTARY

608 Johnson Rd.  
Central, SC 29630

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	384 Students	
<b>Principal</b>	Elliott Southard	864-397-1400
<b>Superintendent</b>	Dr. Henry Hunt	864-397-1000
<b>Board Chair</b>	Jim Shelton	864-836-8465

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>Average</b>
2009	Average	Average
2008	Average	Good
2007	Average	Good
2006	Average	Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

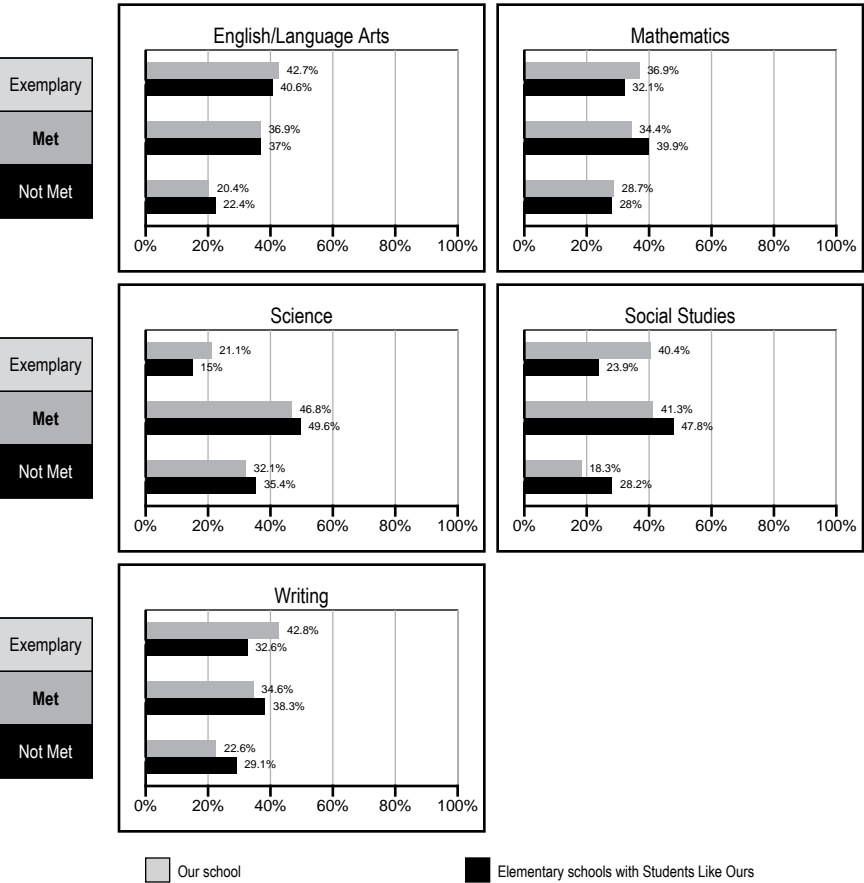
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
7	24	85	2	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=384)</b>				
First graders who attended full-day kindergarten	93.5%	Down from 100.0%	100.0%	100.0%
Retention rate	0.9%	Down from 2.7%	1.2%	1.2%
Attendance rate	96.9%	Up from 96.8%	95.9%	96.1%
Eligible for gifted and talented	21.4%	Up from 11.8%	11.8%	11.7%
With disabilities other than speech	8.3%	Down from 9.6%	8.6%	8.0%
Older than usual for grade	0.0%	Down from 1.3%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=32)</b>				
Teachers with advanced degrees	43.8%	Down from 46.9%	59.3%	60.5%
Continuing contract teachers	90.6%	Up from 84.4%	86.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.4%	Down from 89.6%	88.5%	87.0%
Teacher attendance rate	95.1%	Down from 96.8%	95.4%	95.4%
Average teacher salary*	\$45,993	Down 0.4%	\$47,002	\$47,288
Professional development days/teacher	17.1 days	Up from 15.5 days	10.3 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Down from 17.4 to 1	19.2 to 1	19.2 to 1
Prime instructional time	91.0%	Down from 92.8%	90.5%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,631	Down 2.9%	\$7,400	\$7,548
Percent of expenditures for instruction**	59.8%	Down from 62.5%	67.4%	68.7%
Percent of expenditures for teacher salaries**	56.0%	Down from 56.4%	64.3%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The 2009-2010 school year was another successful one at Central Elementary. The year started with the opening of two new wings of classrooms and instructional spaces that had been started in the fall of 2008. Included in the new wings were a computer lab, two kindergarten classrooms, an ESOL classroom, a speech classroom, and additional spaces for teacher professional development.

Student achievement remained the top priority as teachers utilized a variety of strategies to meet the students at their appropriate level of instruction. Using MAP data, PASS scores, and other classroom assessments, our teachers incorporated Zoo-phonics, the district's literacy model, Touch Math, Math Out of the Box, Science Kits, RIT groups, and numerous other instructional techniques to offer students as much individualized instruction as possible.

School-wide expectations were once again established using Positive Behavior Interventions and Supports (PBIS). Tickets were given out for displaying appropriate expectations and students were able to trade them in each week for items in the Cougar Store. In addition, CES was recognized as a PBIS Ribbon School by the SC State Department of Education. Activities beyond the classroom continued to be a part of the instruction program at CES, including: the Good News Club, School Chorus, Safety Patrol, Jump Rope team, and Mad Science Club. Other special events were held throughout the year including: Special Persons Day, Geography Bee, Spelling Bee, Artists-In-Residence Week, Veterans Day, Field Days, and Awards Night.

One of the most exciting things at CES this year was the start of Cougar Clubs for 3rd-5th grade students. Once a month, all students in grades 3-5 were able to participate in a variety of clubs, including art, dance, volleyball, soccer, sign language, percussion, Spanish, and many others. Character education was yet again a focus at CES with all students participating in grade-level service learning projects. In addition, our school utilized the Chick-fil-A Core Essential program to assist with character development.

Finally, parent and community involvement continued to thrive with the revitalization of our volunteer program. Parents were also involved throughout the year with various Parent Nights held at the school. In addition, business partnerships with local establishments such as Walmart and Lowe's continued, as well as monthly spirit nights at restaurants such as Bojangles', Wendy's, Chick-fil-A, and McDonald's.

Elliott Southard, Principal

Lisa Cheek, SIC Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	33	59	43
Percent satisfied with learning environment	100.0%	83.1%	87.8%
Percent satisfied with social and physical environment	100.0%	89.8%	95.3%
Percent satisfied with school-home relations	87.9%	94.9%	90.5%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.3%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	172	100	20.4	36.9	42.7	86	87.2	83.5	Yes	Yes
<b>Gender</b>										
Male	93	100	23.8	38.1	38.1	83.3	84	80.1	N/A	N/A
Female	79	100	16.4	35.6	47.9	89	90.7	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	100	100	11.8	39.8	48.4	91.4	88.7	89.6	Yes	Yes
African American	36	100	36.4	30.3	33.3	78.8	75.4	74.6	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.1	92.7	I/S	I/S
Hispanic	30	100	33.3	29.6	37	74.1	82.5	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	93.1	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	23	100	52.2	43.5	4.3	52.2	57.1	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	33	100	33.3	30	36.7	73.3	81.2	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	112	100	27	37	36	81	81.6	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	172	100	28.7	34.4	36.9	80.9	83.8	80.4	Yes	Yes
<b>Gender</b>										
Male	93	100	26.2	36.9	36.9	78.6	81.7	78.4	N/A	N/A
Female	79	100	31.5	31.5	37	83.6	86.1	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	100	100	23.7	32.3	44.1	84.9	85.6	87.8	Yes	Yes
African American	36	100	45.5	39.4	15.2	72.7	71.2	69.3	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	92.2	93.5	I/S	I/S
Hispanic	30	100	29.6	33.3	37	74.1	72.5	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.8	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	23	100	78.3	17.4	4.3	30.4	51.2	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	33	100	33.3	33.3	33.3	76.7	78.2	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	112	100	33	37	30	77	76.6	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	117	100	32.1	46.8	21.1	67.9	76.1	67.3
Gender								
Male	58	100	23.6	50.9	25.5	76.4	76.1	66.9
Female	59	100	40.7	42.6	16.7	59.3	76.2	67.7
Racial/Ethnic Group								
White	65	100	19.4	54.8	25.8	80.6	78.5	79.6
African American	27	100	52	32	16	48	57.3	49.7
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	92.8	84.4
Hispanic	21	100	50	35	15	50	66.5	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	65	69.5
Disability Status								
Disabled	16	100	N/A	N/A	N/A	25	43.7	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	24	100	50	36.4	13.6	50	68.5	58.6
Socio-Economic Status								
Subsidized meals	80	100	40.5	37.8	21.6	59.5	65.7	55.4

Social Studies

All Students	114	100	18.3	41.3	40.4	81.7	77	70.9
Gender								
Male	68	100	23	41	36.1	77	76	70.1
Female	46	100	11.6	41.9	46.5	88.4	78	71.7
Racial/Ethnic Group								
White	69	100	14.1	40.6	45.3	85.9	78.5	79.2
African American	23	100	28.6	47.6	23.8	71.4	64.5	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	83.5	86.8
Hispanic	19	100	18.8	37.5	43.8	81.3	73.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	70.6	71.2
Disability Status								
Disabled	15	100	N/A	N/A	N/A	26.7	41.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	21	100	26.3	36.8	36.8	73.7	76.2	68
Socio-Economic Status								
Subsidized meals	73	100	21.9	46.9	31.3	78.1	67.4	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	174	99.4	22.2	34.8	43	77.8	79.4	72.1	96.9	96.2
Gender										
Male	90	98.9	28.9	42.2	28.9	71.1	72.7	65.2	96.8	96.2
Female	84	100	14.7	26.7	58.7	85.3	86.5	79.2	97.1	96.2
Racial/Ethnic Group										
White	103	100	14.7	35.8	49.5	85.3	81.3	80.8	96.5	96.1
African American	37	97.3	37.5	37.5	25	62.5	65.4	59.7	97.3	96.6
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88	87	98	97.7
Hispanic	28	100	29.6	29.6	40.7	70.4	69.4	64.6	98.1	96.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	62.1	73.4	95.8	95.1
Disability Status										
Disabled	28	96.4	69.2	15.4	15.4	30.8	34.8	27.7	96.3	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	93.1
English Proficiency										
Limited English Proficient	31	100	30	30	40	70	72.5	63.7	98.1	97.4
Socio-Economic Status										
Subsidized meals	109	99.1	30.2	35.4	34.4	69.8	69.8	61.9	96.9	95.5

Abbreviations for Missing Data



## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	67	100	20	25	55	80
	4	66	100	28.3	38.3	33.3	71.7
	5	66	98.5	22.2	54	23.8	77.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	47	100	24.4	22	53.7	75.6
	4	59	100	23.2	32.1	44.6	76.8
	5	66	100	15	51.7	33.3	85
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	67	100	28.3	31.7	40	71.7
	4	66	100	28.3	40	31.7	71.7
	5	66	98.5	27	44.4	28.6	73
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	47	100	26.8	19.5	53.7	73.2
	4	59	100	26.8	33.9	39.3	73.2
	5	66	100	31.7	45	23.3	68.3
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	33	100	20	53.3	26.7	80
	4	66	100	25	56.7	18.3	75
	5	33	100	36.4	57.6	6.1	63.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	25	100	40.9	27.3	31.8	59.1
	4	59	100	23.2	53.6	23.2	76.8
	5	33	100	41.9	48.4	9.7	58.1
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	34	100	10	43.3	46.7	90
	4	66	100	18.3	55	26.7	81.7
	5	32	100	19.4	64.5	16.1	80.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	22	100	15.8	42.1	42.1	84.2
	4	59	100	10.7	37.5	51.8	89.3
	5	33	100	34.5	48.3	17.2	65.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	65	100	23.3	36.7	40	76.7
	4	66	98.5	16.7	48.3	35	83.3
	5	66	100	29.7	42.2	28.1	70.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	47	100	25.6	23.3	51.2	74.4
	4	61	98.4	19.6	33.9	46.4	80.4
	5	66	100	22	44.1	33.9	78
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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